

**Annual Report**  
of the  
**School Committee**  
**Southbridge, Mass.**



for the  
**Year Ending**  
**December 31, 1939**

SOUTHBRIDGE EVENING NEWS, INC.



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of the  
**School Committee**  
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## Organization of the SCHOOL COMMITTEE—1939-1940

Hector M. LeClair, Chairman, 139 Hartwell Street --	1940
Edmund A. Ryan, 402 Main Street -----	1940
Ernest Boyer, 415 Hamilton Street -----	1941
Nestor L. Pontbriand, 12 Cohasse Street -----	1941
Arthur H. Gaumond, 45 South Street -----	1942
Joseph S. Normandin, 14 Dresser Street -----	1942

### SUPERINTENDENT OF SCHOOLS

Channing H. Greene                      Residence 35 Orchard Street  
Office: High School Building, Tel. 365

The Superintendent's office is open on school days from 8:00 to 11:30 A. M. and 1:30 to 5:00 P. M., Saturdays: 9:00 to 11:30 A. M., Monday and Wednesday evenings: 7:00 to 7:30 P. M.

### SUPERINTENDENT'S CLERK

Leona Lavoie, 116 Charlton Street ----- Tel. 1829-W

### SCHOOL PHYSICIANS

Dr. William Langevin, 18 Hamilton Street ---- Tel. 984-W  
Dr. Adah B. Eccleston, 62 Elm Street ----- Tel. 32

### SCHOOL NURSE

Winifred V. King, 91 Elm Street ----- Tel. 1340-W

### SUPERVISOR OF ATTENDANCE

Emery Lavallee, 126 Litchfield Avenue ----- Tel. 893

### SCHOOL CALENDAR—1940

Winter term, seven weeks ----- January 2-February 21  
Spring term, eight weeks ----- February 26-April 18  
Summer term, eight weeks ----- April 29-June 21  
Fall term, sixteen weeks ----- September 4-December 20

## NO-SCHOOL SIGNALS

2-2-2 on fire alarm at 7:45 A. M. **no morning session for all grades.** The street lights will be on for 5 minutes beginning at 7:45 A. M. to also indicate **no morning session for all grades.**

2-2-2 on fire alarm at 12:30 P. M. **no afternoon session for all grades.** The street lights will be on for 5 minutes beginning at 12:30 P. M. to also indicate **no afternoon session for all grades.**

Even if there has been no morning session, there will be an afternoon session unless signals are given.

The street light signals are provided through the courtesy of the Worcester County Electric Company.

## REPORT OF SCHOOL COMMITTEE

To the Citizens of Southbridge:

The School Committee herewith submits the following report of the finances of the School Department of the Town for the year closing December 31, 1939:

### FINANCIAL STATEMENT

In brief:

Total expenditures -----	\$197,448.86
Total receipts returned to Town Treasurer -----	55,334.04
Net cost to the Town -	<u>142,114.82</u>

In detail

Receipts to School Department:

Appropriation -----	181,600.00
Smith-Hughes Fund, U. S. Government -----	3,247.83
George-Deen Fund ----- 14,656.50	
Bal.—Dec. 31, 1939 ----- 2,055.08	12,601.42
	<u>197,449.25</u>
Total funds available ----	197,449.25

Expenditures:

General Control -----	6,379.34
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AUXILIARY AGENCIES:

Transportation -----	6,786.52
Tuition to other schools ----	138.88
Total—Auxiliary Agencies	<u>6,925.40</u>
Amount forward -----	\$13,304.74

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Amount forward -----	\$13,304.74
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### HIGH SCHOOL:

Instruction salaries -----	32,874.98
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#### Instruction expenses:

Textbooks -----	1,379.02
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Supplies -----	2,029.17
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Other expenses -----	574.18
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Operation of plant -----	6,088.22
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Maintenance of plant -----	1,234.28
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Capital outlay -----	2,943.37
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Total—High School -----	47,123.22
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### ELEMENTARY SCHOOLS:

Instruction salaries -----	62,444.52
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#### Instruction expenses:

Textbooks -----	1,171.60
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Supplies -----	2,136.17
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Other expenses -----	9.50
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Operation of plant -----	12,786.26
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Maintenance of plant -----	1,789.79
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Capital outlay -----	2,794.56
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Total—Elementary Schools -----	83,132.40
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Amount forward -----	\$143,560.36
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Amount forward ----- \$143,560.36

VOCATIONAL SCHOOL:

Instruction salaries ----- 35,646.07

Instruction expenses:

Textbooks ----- 183.04

Supplies ----- 2,302.37

Other expenses ----- 208.80

Operation plant ----- 2,630.08

Maintenance of plant ----- 1,317.19

Capital outlay ----- 2,453.22

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Total—Vocational School 44,740.77

ELEMENTARY EVENING SCHOOL:

Instruction salaries ----- 557.50

Supplies ----- 4.25

Operation of plant ----- 122.00

Total—Elementary Eve-  
ning School ----- 683.75

COMPULSORY ATTENDANCE:

Salary ----- 350.00

Total — Compulsory At-  
tendance ----- 350.00

MEDICAL SERVICE:

Salary ----- 1,200.00

Total—Medical Service ----- 1,200.00

Amount forward ----- \$190,534.88

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Amount forward -----	\$190,534.88
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## NURSE SERVICE:

Salary -----	1,450.00
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Other expenses -----	267.73
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Total—Nurse Service ---	1,717.73
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## DOMESTIC SCIENCE:

Salaries -----	3,153.97
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Supplies -----	238.39
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Maintenance -----	7.84
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Capital outlay -----	42.50
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Total — Domestic Science	3,442.70
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## CONTINUATION SCHOOL:

Books -----	2.00
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Supplies -----	40.07
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Total—Continuation School -----	42.07
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## HOUSEHOLD ARTS:

Supplies -----	100.00
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Other instruction expenses --	31.68
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Total Household Arts --	131.68
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## SALESMANSHIP COURSE:

Salaries -----	112.00
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Total—Salesmanship Course -----	112.00
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Amount forward -----	\$195,981.06
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Amount forward -----	\$195,981.06
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### EVENING VOCATIONAL SCHOOL:

Instruction salaries -----	1,085.98
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#### Instruction expenses:

Supplies -----	97.30
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Operation of plant -----	246.08
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Maintenance of plant -----	13.44
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Capital outlay -----	25.00
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Total — Evening Voca- tional School -----	1,467.80
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Total Expenditures -----	197,448.86
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Balance on hand December 31, 1939 -----	.39
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	\$197,449.25
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### RECEIPTS RETURNED TO TOWN TREASURER

Massachusetts School Fund -----	12,207.10
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Vocational School (Coop.) State Grant -----	3,587.91
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Vocational School (Day) State Grant -----	3,974.85
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Vocational School (Evening) State Grant -----	471.80
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Household Arts—State Grant --	1,022.87
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Continuation School—State Grant -----	339.71
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Americanization Classes — State Grant -----	275.81
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Worcester Boys' Evening Trade School Tuition—State Grant	26.40
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Worcester Continuation School	
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Tuition—State Grant .....	7.04
Smith-Hughes, U. S. Government Fund .....	3,247.83
George-Deen Fund .....	14,656.50
High School Tuition .....	7,835.00
Elementary School Tuition .....	3.75
Evening Vocational School Tui- tion .....	293.30
Vocational School Tuition .....	9,078.39
Bus Tickets Sold .....	10.25
Cole Trade School, Goods Sold ..	346.66
Supplies Sold & Toll Calls .....	3.95
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Total .....	57,389.12
George-Deen Fund — Bal- ance, Dec. 31, 1939 .....	2,055.08
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Total Receipts Returned to Town Treasurer .....	55,334.04
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Total Expenditures .....	197,448.86
Total Receipts Returned to Town Treasurer .....	55,334.04
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Net Cost to the Town .....	\$142,114.82
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As chairman of the School Committee, I am pleased to present this report because it contains accounts of outstanding educational accomplishments during the year which has just closed.

The outstanding event, it seems to me, was the construction of the Charlton Street school. The citizens of Southbridge should be greatly indebted to their building committee for the selection of site, and for the size and type of building which has been erected. Because I served as a member and secretary of the building com-

mittee, I can present some interesting facts.

Originally planned to be an eight-room building, it was decided to increase this to a ten-room structure and then, through the installation of folding doors in the assembly room, to increase the potential class-room size three rooms more.

Nine of these rooms are used constantly; ten are used usually, and twelve of these rooms have been in use on several occasions. This demonstrates very clearly the need of a building in this section of the town. While we expected an initial enrollment of 275 pupils, it has reached 381 thus far, but as the flexible construction, mentioned above, will take care of 500 pupils, the building will be adequate for many years to come.

The completion of this building made a regrouping of grades in other sections of the town possible. I would like to say a word about our general regroupings beginning in 1936 and point out the truly remarkable progress in our educational offerings since then.

In 1936 we were operating a multiple-grade building at Lebanon Hill, Sandersdale, and at Dennison District. The first two grades were housed in the Elm Street school, Town Hall school, and in the West Street fire station building. The School Street school was operating as a unit of the first six grades. The opening of the Eastford Road and West Street schools made possible the closing of these smaller units.

Our elementary pupils were distributed in 1937-1938 as follows:

Eastford Road School	-----	Grades 1-6
West Street School	-----	Grades 1-6
River Street School	-----	Grades 1-4
Mechanic Street School	-----	Grades 1-4
Marcy Street School	-----	Grades 7-8



The erection of the Charlton Street school presented another problem of grouping. After long and careful study, and after several conferences with experts in the field of elementary education it was decided to assign pupils of the first **eight** instead of the first **six** grades, to the three new schools and also to the Marcy Street building. We have been able to assign pupils of the first **six** grades to River Street, instead of four as formerly. Thus, we have four complete elementary units, and if, some day, enrollment requires it, a two-room addition at River Street will make our elementary system entirely complete.

We have been able to expand our general educational services in several ways. First, by the enlarging of the Trade School through a free grant of machinery and equipment from the Federal Government, amounting to several thousands of dollars. Second, by the setting up of a pre-training or general vocational department which discovers pupils with mechanical ability. These pupils are transferred to the Trade School when they have attained sufficient preliminary skills. Third, we have been able to expand our courses in visual education and remedial reading through the recent addition of two members of the faculty who give full time to this work.

The School Committee is looking toward the further expansion of our program through the setting up of summer playgrounds, under qualified instructors, when finances of the town permit. The Charlton Street plot of several acres is being cleared and in the very near future will serve as a recreational center for the "flats" section of the town. We can also develop a splendid recreational center in the grove at the rear of the West Street school. Preliminary work is being done here, and a play area will be available next summer. At Dresser Street, and Eastford Road also, there is abundant acreage and shade trees. These four plots are all conveniently located and accessible to a large number of townspeople both young and old.

The School Committee is deeply grateful for the generosity of Southbridge citizens who continue to support

our public schools. Further details of the operation of our school plant will be supplied in the report of the Superintendent of Schools, Principals, and Department heads.

I wish to thank the Superintendent of Schools, Teachers, and all others connected with the School System for their loyalty, as it is only by working as a unit can the Public Schools of Southbridge maintain their high standards.

The fine support given me by the members of the School Committee should not be overlooked, and for this I am grateful and thank them.

Respectfully submitted,

H. M. LE CLAIR

Chairman, School Committee

## SUPERINTENDENT'S REPORT

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To the School Committee of Southbridge:

It is a pleasure to submit herewith my third annual report, which is the fifty-fifth such report issued by the superintendents of the public schools of Southbridge.

As the principals and department heads have submitted very complete and detailed information concerning our present offerings, I shall endeavor to outline a few broad policies which, I think, should guide our course in the coming years.

It is true that we have probably made the greatest strides, in physical equipment, of any community of our size in New England during the past ten years. An outstanding physical plant should make us, more than ever, aware of the fact that our real job is the educating of our pupils. Some of our pupils do good work all through the grades, and some of them are increasingly unsuccessful and fail rather badly at the end. It is our foremost job, I believe, to determine in each case just what the capacity is to learn, and in what directions that learning can be accomplished.

Twenty years ago, intelligence tests were being introduced in various parts of the country. For a time everything was determined by one or two formal devices. Gradually, however, thoughtful leaders in education came to feel that an intense interest and desire, on the part of pupils who showed low intelligence, could result in considerable accomplishment for them under special and understanding treatment.

Other factors were also taken into consideration. We have employed the device in Southbridge for several years of setting up special classes where pupils who have failed in some departments of regular class work can be given individual attention. I know that splendid results come from these classes, and that boys and girls have acquired sufficient skills here so that industry has been



able to find a place for many of them after they have left school.

One of the newer developments in the attempt to reach all types of pupils has been made by the American Optical Company of this town. The metronoscope, and ophthalmograph are taking their place in all parts of the country as very effective tools in the improvement of reading. I believe that percentages of failure can be reduced materially through the use of these machines.

Coming back to the matter of capacity to learn, there are four main factors to be considered here:

1. **Native Intelligence.** In the discussion of this matter, we can go back to Holy Writ for the assurance that while to one has been given ten talents, to others has been given but five or two. It is the job of the home and the school to take each individual where he is found, and map out a plan of education which will benefit each child to the greatest possible degree.
2. **The Teacher.** We must consider the teacher because before the law she stands "in loco parentis" (in place of the parent). I think, probably, the greatest service that any school committee has rendered, in recent years, was the setting up in 1936 of a single salary scale whereby teachers of equal training could receive the same salary in the first grade as in the twelfth grade. At the same time, an incentive was set up for improvement of teachers in service all along the line.

Our teachers are a hard-working, conscientious group who are generally willing and eager to use new tools of education as they are given to them, as well as to continue fundamental drills in the old.

3. **Physical Plant.** The third factor in the educational scheme is the physical plant. As modern community life resolves itself into smaller families, and, therefore, smaller homes, the problem

of the child's out-of-school hours presents itself. The building committees of the past few years have recognized this fact to a remarkable degree and, in each case, have provided several acres of land with each school.

These plots have been equipped, partially, with playground equipment, and as this report is being written, the three service clubs of Southbridge, namely, the American Legion, Rotary, and Lions Clubs are sponsoring a campaign for increased playground facilities.

During the past year, a group of unemployed boys, and unemployed men of Southbridge has been working very faithfully in clearing up a wooded area at the rear of the Charlton Street school. This plot of approximately nine acres has been cleared to such an extent that work has been transferred to the rear of West Street school where a similar project will be undertaken. This will give two playground areas in addition to the ones which have been previously provided.

Our seven school buildings are new, modern, and well-equipped.

4. **Training for Useful Citizenship.** The problem of training for useful citizenship is, to my mind, the most important of all the work which we must do. Ten years from now, the present members of our high school, and trade school will be a dominant factor in town affairs. Ten years from now, the pupils in our elementary grades will be leaving school, and taking their place in the community. This town, and every other community will need strong and wise leadership during the years that lie ahead, and the only way which it can be obtained will be by the united efforts of the homes which provide the children; of the schools which provide the training, and of the

community which provides the social environments in which all live and work.

The writer bespeaks the earnest consideration of these three groups.

Respectfully submitted,

CHANNING H. GREENE

Superintendent of Schools

## STATISTICAL REPORT

Throughout this report the year relative to attendance extends from September, 1938 to July, 1939; the year relative to expenditures from January 1, 1939 to January 1, 1940.

### I.—Population and Valuation

Population of town, census of 1930	14,262
Population of town, census of 1935	15,786
Assessed valuation of town	\$12,536.090.00
Number of polls, male	5,557
Rate of taxation	\$41.20
Valuation of school houses and lots	\$799,000.00
Valuation of other school property	\$45,000.00

### II.—School Houses (Including Trade School) 1939-1940

Number houses—occupied	7	Unoccupied	0
Schoolrooms—occupied	84	Unoccupied	0

### III.—Teachers (Including Trade School)

Number of male teachers	27
Number of female teachers	54
	<hr/> 81

#### IV.—Pupils

Number of children in town October 1, as reported by the census enumerator:

	1938	1939
Between the ages of 5 and 7 -----	368	352
Between the ages of 7 and 14 -----	1,925	1,868
Between the ages of 14 and 16 -----	664	619
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Total persons Between Ages of 5 and 16 -----	2,957	2,839
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Total enrollment PUBLIC SCHOOLS	1,931	1,881
Average membership -----	1,861	1,820
Average daily attendance -----	1,791	1,740
Number between 5 and 7 -----	179	140
Number between 7 and 14 -----	1,052	1,023
Number between 14 and 16 -----	425	445
Number over 16 years of age --	275	272
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Number enrolled at NOTRE DAME -	725	705
Number between 5 and 7 -----	72	20
Number between 7 and 14 -----	585	594
Number between 14 and 16 -----	40	51
Number over 16 years of age --	28	40
Average membership -----	628	673
Average attendance -----	613	695
Number of teachers -----	20	17
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Number enrolled at SACRED HEART	412	384
Number between 5 and 7 -----	58	74
Number between 7 and 14 -----	335	295
Number between 14 and 16 -----	19	15
Number over 16 years of age --	0	0
Average membership -----	399	371
Average Attendance -----	388	355
Number of teachers -----	9	9

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Number enrolled at ST. MARY'S ---	220	218
Number between 5 and 7 -----	24	24
Number between 7 and 14 -----	130	137
Number between 14 and 16 -----	36	42
Number over 16 years of age --	30	32
Average membership -----	217	216
Average attendance -----	209	205
Number of teachers -----	8	7

## CHANGE OF TEACHERS—Resigned

June	Agnes Bowen	High School
June	Ruth W. Beck	Marcy Street
June	Anna Herron	River Street
June	Ellen S. McMaster	Mechanic Street

## Appointed

January	Muriel Baker	Eastford Road
September	Rose Brodeur	Charlton Street
September	Patricia Callahan	Charlton Street
September	Frances M. Moschella	( Eastford Road (Charlton Street
September	Flora Tait	( West Street (Marcy Street
September	Natan W. White	Charlton Street

## CORPS OF TEACHERS—January 1, 1940

	1st Appt.	Position	College Attended
Channing H. Greene	1929	Superintendent	Middlebury (a) U. of N. H. (b) Mass. Ext. Service (c)
Leona Lavoie	1926	Sec. to Supt.	M. E. W. High School

## MARY E. WELLS HIGH

James M. Robertson	1937	Principal	B. U. (a) (b) Harvard (c) Mass. Ext. Service (c)
Elsie Hofstra	1933	Sec. to Principal	Becker's Busi- ness College
Pauline M. Aucoin	1920	Com. & French	BostonUni- versity (a) (c)
Kathryn Beauregard	1922	French & Math.	Middlebury (a) (c) B. U. (c)
Constance Coderre	1929	Commercial	Simmons (a) B. U. (c) Columbia (c)
Louise B. Corbin	1924	Home Economics	Wheaton & Sim- mons Fitchburg State Teachers College

Notes—(a) Bachelor's Degree  
(b) Master's Degree  
(c) Graduate Work



	1st Appt.	Position	College Attended
Priscialla Drake	1928	Hist. Soc. Studies	B. U. (a) (b) Springfield College (c) Trinity College (c)
Martin J. Earls	1934	English	Holy Cross (a) Columbia (c) Fitchburg (c) Mass. State (c)
Marjorie D. Fitch	1933	Specials	Bridgewater T. C. (a) Columbia (c) Simmons (c)
Thecla Fitzgerald	1926	English	Radcliffe (a) B. U. (b)
Robert C. Hall	1939	Science & Music Guidance	Neb. Wes- leyan (a) U. of Nebraska (b) U. of Nebraska (c) Brown (c)
C. Estelle Hefner	1933	Latin & English	Brown (a) B. U. (c)
Persis F. Howe	1930	Com.	Salem T. C. (a) Columbia (c) ( Clark (c)
Stephanie Kozyra	1934	Math. & Geography	Fitchburg T. C. (a) Winnetka (c)
Lewis A. Kyrios	1938	Science	Tufts College (a) (b) B. U. (c)
Harry J. McMahon	1926	Science	Holy Cross (a) B. U. (c) Harvard (c)
Milton E. Mickelson	1936	Social Studies	Harvard (a) (b) (c)
Berg Paraghamian	1937	Mathematics	Harvard (a) (b)
Cecile M. Pinard	1936	English, Guidance, French	Worcester T. C. (a) Columbia (b)
Jeannette Plante	1938	Commercial	Mary Washington College (a) B. U. (c)
S. Hayward Snell	1935	English	Clark (a) Harvard (c)
Frances Troy	1927	Commercial	Salem T. C. (a) B. U. (c)
Alice E. Walters	1938	Home Economics	Simmons (a) Fitchburg T. C.

Notes—(a) Bachelor's Degree

(b) Master's Degree

(c) Graduate Work

## GENERAL VOCATIONAL

	1st Appt.	Position	College Attended
Charles A. Andrews	1938	General Shop	Fitchburg T. C. (a) B. U. (c)
Robert V. Beals	1931	Academic Subjects	Harvard (a) U. of N. H. (b)
George H. Braman	1938	Related Subjects	Northeastern U. Extension Courses
Walter J. Glondek	1938	General Metal	Cole Trade, Fitch- burg, Clark, Exten- sion Courses
Joseph B. Lanza	1929	Woodworking Shop	Fitchburg T. C. (a) Springfield (c)

## COLE TRADE SCHOOL

*Clark H. Morrell	1931	Director	B. U. (a) State Courses
Margaret R. Connolly	1922	Sec. to Director	N. E. School of Secretarial Science
Elmer Akerson	1928	Painting & Dec.	U. of N. H., Special work at Fitch- burg T. C.
Nils Engstrom	1920	Electricity	Massachusetts S. C.
Leo Grenier	1936	Machinery	Cole Trade, State Ext. Courses
Nels Johnson	1937	Machinery	Gen. Elec. Lynn, Lowell Textile
Emery A. Lavallee	1926	Drawing	Fitchburg Voc. State Courses
Frank Olson	1929	Machinery	Mass. Inst. Tech., Fitchburg
Herman Polley	1933	Auto Mechanics	Wentworth Inst., State Courses
Frank P. Skinyon	1934	Woodworking	Fitchburg T. C. (a)
Lawrence F. Swenson	1932	Machinery	Wentworth Inst., Fitchburg

## MARCY STREET SCHOOL

*Laura B. Desmarais	1922	Music & Art	St. Ann's Academy
Mabel Chamberlain	1902	Grades 1 & 2	State Extension

Notes—\*Principal

- (a) Bachelor's Degree
- (b) Master's Degree
- (c) Graduate Work



	1st Appt.	Position	College Attended
Mary E. Chase	1906	Grade 3	Thompson High
Hannah Cock	1929	Reading, Science, Geography, Health	Bridgewater T. C. Hyannis T. C. (a) Clark (c) B. U. (c) State Extension
Marjorie V. Harrington	1933	Penmanship, Hist., English	Bridgewater T. C. (a) U. of Colorado (b)
Mabel Joy	1915	Grade 4	Salem Teachers College
Flora Tait	1939	Part Time—Eng.	Framingham T. C. (a) Fitchburg
Julia Yott	1917	Arithmetic, Eng.	Fitchburg T. C.

#### EASTFORD ROAD SCHOOL

*Margaret G. Butler	1892	Specials	Hyannis T. C.
Bertha Foley	1912	Grade 2	Worcester T. C. Extension Courses
Irene V. Gough	1914	Geography, Reading	Worcester Dom. Science
Dorothy M. Lanphear	1935	Eng., Soc. St. History, Science	Worcester T. C. (a) Clark (c)
Nathalie M. McNitt	1933	Grade 1	Lowell T. C. (a) Hyannis T. C. (c) B. U. (c) Ext. Courses
Julia C. Morrill	1914	Grade 3	St. Joseph's Normal Extension Courses B. U.
Frances M. Moschella	1939	Part Time Assistant	Worcester T. C. (a)
Pauline M. Roy	1923	Grade 5	North Adams T. C., Bay Path, Mass. S. C.
Ruth W. Sampson	1930	Grade 4	Westfield T. C. B. U., Miami U.
Bertha L. Wallace	1922	Math., Art., Music, Spelling	Hyannis T. C. B. U.

Notes—(a) Bachelor's Degrèe  
(b) Master's Degree  
(c) Graduate Work

### WEST STREET SCHOOL

	1st		
	Appt.	Position	Callege Attended
*Elizabeth H. Hall	1898	Eng. & Reading	Colby U.
Laurenda Boyer	1927	Grade 4	Boston University
Celestine M. Carey	1932	Geog. & Hist.	Our Lady of the Elms, Hyannis T. C.
Deris Claflin	1937	Grade 2	Framingham T. C. (a) Extra Courses Columbia U.
Annie Marcy	1900	Grade 5	Worcester T. C.
Mary McCabe	1890	Grade 1	Quincy Training
Marie Saunders	1925	Arithmetic & Science	West- chester Normal Pa.
Flora Tait	1939	Part Time—Eng.	Framing- ham T. C. (a) Fitchburg
Alice Wixted	1926	Grade 3	North Adams T. C. Hyannis T. C., B. U

### CHARLTON STREET SCHOOL

*Nathan W. White	1939	Mathematics	Aroostook State Normal U. of Maine (a) (c)
Muriel Baker	1939	Grade 1	Worcester T. C. (a)
Rose L. Brodeur	1939	Remedial Reading	B. U. (a)
Patricia P. Callahan	1939	Grade 5	Westfield T. C. (a)
Sylvia L. Claflin	1929	Grade 2	Westfield T. C. Columbia (a)
Alice E. Dion	1935	Grade 4	Mass. S. C. (a) B. U. (c)
Helen G. Houlberg	1930	English	Fitchburg T. C.
Helen L. Jedlicka	1937	Grade 3	Westfield T. C. (a)
Frances M. Moschella	1939	Part Time Assistant	Worce- ster T. C. (a)
Eva A. Pculin	1933	Social Studies	Worcester T. C. (a) Clark (b) (c)

### RIVER STREET SCHOOL

*Jennie Monroe	1905	Grades 3 & 4	Bridgewater T. C.
Corrine Beaudreau	1924	Grades 5 & 6	State Extension Courses
Edith M. Randall	1920	Grades 1 & 2	State Extension Courses
May O. Simpson	1911	Specials	Worcester T. C.

Notes—(a) Bachelor's Degree  
(b) Master's Degree  
(c) Graduate Work

## SPECIAL TEACHERS

	1st Appt.	Position	College Attended
Claire Birtz	1937	Special	Worcester School of Art
Margaret G. Butler	1892	Director of Americanization	Hyannis T. C.
Laura B. Desmarais	1922	Director of Continuation	St. Ann's Academy
Paul Dion*	1936	Specials & Visual Ed.	R. I. Col- lege of Ed. (a) (c) B. U. (c) Clark (c)
Berthe Hebert	1937	Music Supervisor	Columbia (a) B. U. (b)
Raoul Lataille**	1939	Specials & Visual Ed.	Assumption (a) <del>(b)</del>

## JANITORS

	1st Appt.	
Pierre Allard	1937	River Street School
Deus Asselin	1937	Marcy Street School
Rosario Bertrand	1936	West Street School
Felix Lavallee	1923	Mary E. Wells High School
Rodolph L'Homme	1935	Mary E. Wells High School
Napoleon Martel	1937	Charlton Street School
Armand Mathieu	1936	Eastford Road School
Omer Metivier	1938	Mary E. Wells High School
Charles Quevillon	1928	Cole Trade School

Notes—\*On leave of absence

\*\*Substituting for Mr. Dion

(a) Bachelor's Degree

(b) Master's Degree

(c) Graduate Work

## STATISTICS FROM SCHOOL REGISTERS

School Year Ending July 1, 1939

	Boys	Gls.	Tot.	Tot. Mem.	Aver. Daily Att.	Aver. Mem.	P. C. of Att.
High School VIII-XII	328	482	810	822	727.22	758.23	95.41
Marcy St. Grammar VII	80	71	151	153	141.29	148.06	95.42
Eastford Road VI	34	59	93	96	88.12	93.61	93.95
West Street VI	37	36	73	76	68.92	73.50	93.76
Eastford Road V	39	36	75	77	71.38	75.14	95.
West Street V	23	11	34	35	32.68	34.31	95.24
River Street IV and V	15	16	31	35	29.	30.	96.66
Eastford Road IV	18	19	37	38	35.24	37.30	94.48
Mechanic Street IV	21	18	39	39	35.74	36.91	96.83
River Street IV	16	19	35	36	33.24	35.07	94.76
West Street IV	20	11	31	34	30.53	31.64	96.49
Eastford Road III	16	25	41	41	38.21	39.85	95.30
Mechanic Street III	22	13	35	36	32.37	33.99	94.95
River Street III	11	10	21	24	22.08	23.29	95.05
West Street III	17	20	37	39	34.80	37.44	92.98
Eastford Road II	18	22	40	41	37.60	39.61	95.14
Mechanic Street II	17	21	38	41	37.69	39.32	95.88
West Street II	17	15	32	37	30.72	33.11	92.77
Marcy Street I and II	23	8	31	31	29.39	30.94	96.32
River Street I and II	9	20	29	35	28.73	30.28	94.89
Eastford Road I	17	19	36	36	32.48	35.05	92.52
Mechanic Street I	15	24	39	40	33.85	36.23	93.40
West Street I	15	15	30	34	29.08	31.73	91.64
Marcy Street I and II	23	8	31	31	29.39	30.94	96.32
River Street I and II	9	20	29	35	28.73	30.28	94.89
Eastford Road Ungraded	18	—	18	18	16.60	17.51	94.67
Marcy Street Ungraded	7	9	16	17	14.76	15.93	92.65
Mary E. Wells Ungraded	32	—	32	37	26.31	28.74	91.80
Cole Trade Cooperative	147	—	147	147	76.43	80.45	97.03
Cole Trade Day	253	—	253	253	137.83	146.19	93.79
Continuation School	—	27	27	27	6.85	15.	91.46

## ENROLLMENT BY AGE AND GRADE

October 1, 1938—Boys

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Tot.
I	5	43	7	1												56
II		10	46	13	3											72
III			14	35	11	2	2	1	1							66
IV			1	12	37	18	6	5								79
V				1	12	31	18	5	6	1						74
VI					1	6	21	15	8	2	1					54
VII							18	36	12	10	3					79
VIII							2	13	36	18	9					78
IX									18	31	12	4	3			68
X								1	7	19	29	16	5			77
XI										3	9	24	17	6	1	60
XII											2	7	22	13	1	45
Specials				1	4	4	5	4	12	14	9	2				55
Total	5	53	68	63	68	61	72	80	100	98	74	53	47	19	2	863

## ENROLLMENT BY AGE AND GRADE

October 1, 1938—Girls

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Tot.
I	16	40	5	2		2										65
II		25	31	20	3	2										81
III			20	36	4	3	1	1	1							66
IV			1	15	39	3	5	4	2							69
V				1	17	27	7	3	4	1						60
VI					3	21	38	20	5	5	3					95
VII						3	21	31	9	6	1					71
VIII							6	16	35	18	6					81
IX								1	18	74	40	3				136
X									2	34	57	15	2			110
XI										3	26	49	11	4	1	94
XII											2	13	33	14		62
Specials							2	3			3	1				9
Total	16	65	57	74	66	61	80	79	76	141	138	81	46	18	1	999

## Report of the Principal MARY E. WELLS HIGH SCHOOL

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To The Superintendent of Schools:

In accordance with your request my third annual report as Principal of the Mary E. Wells High School is hereby submitted.

The enrollment for the year 1939-1940 is divided as follows: Seniors 123, Juniors, 144, Sophomores, 174, Freshmen 181, Specials 37, a total of 659 pupils.

### PROGRAM OF STUDIES

Diplomas are granted upon completion of five different courses; namely, Academic, Bookkeeping, Bookkeeping and Stenographic, General, and Stenographic.

One hundred and four pupils were graduated on June 22, 1939 and their names and courses completed by them are included in this report for the information of interested citizens.

### CLASS OF 1939—Academic

*Albert Edward Bouvier	*Alphonse Joseph Homicz
*Price Bradford Burgess	Marion Louise Ostrander
*Mary Catherine Chace	*Louis Eugene Roy
*Helen Julia Graf	*Patricia Anne Smith
*Nina Frances Hobson	*Marion Louise Walkinshaw

### Bookkeeping

*Robert William Campbell	Yvette Dorothy Proulx
Roland Martin	Harold Andrew Rizner
*Evelyn Sophie Ostrowski	*Irene Marie Tetreault
Norma Jenness White	

### Stenographic

Florence May Butterworth	*Nazarena Dolores Righi
Ruth Cecilia Calcutt	Mary Elizabeth Romano
*Louise Ann Gregoire	Mabel Mae Tatman
Irene Christine L'Heureux	Mary Judith Tobia
*Ann Catherine McTighe	*Mary Weissner

### Bookkeeping and Stenographic

*Elsie Marguerite Benoit	*Nellie Charlotte Rewinski
*Ruth Irene Brousseau	Eleanor Dorothy Rowett
*Lena Margaret Costanzi	*Blanche Sophie Slota



## General

- |                             |                                  |
|-----------------------------|----------------------------------|
| * Henry Stanley Adamick     | * Yvette Rachel Laricheliere     |
| * Hector Morris Anctil      | Warren Desire LaVergne           |
| Christo Andrew              | * Marie Anne LeBoeuf             |
| Eleanor Newcomb Barr        | Victor Roger L'Ecuyer            |
| John Henry Beverage         | Cleo Joseph Leduc                |
| Bertha Barbara Blakely      | * Jennie Nellie Lichorowiec      |
| Eleanor Adaline Bliss       | Claire Beatrice Lusignan         |
| Germaine Irene Bombardier   | Theresa Helen Martel             |
| Jeanne Bonnette             | Rosalie Elizabeth Martin         |
| Elaine Marie Bousquet       | Leliose Claire Matte             |
| Steven Oscar Casavant       | Warren Donald McGrath            |
| Alcide James Champagne      | * Richard Gerard Francis Nichols |
| Helen Anne Chaplinski       | Casmir Niejadlik                 |
| * Howard Russell Cole       | Ernest Evald Norman              |
| Isabelle Rose DaDalt        | David Austin Ohlweiler           |
| * Louise Joseph Decataldi   | * Rita Cecile Pelletier          |
| Norbert Charles Delage      | * Norbert Joseph Pickarski       |
| * Fleurette Alouylda Demers | Rita Elizabeth Pratt             |
| William John DiFederico     | Florence Janet Remian            |
| Albert Joseph DiGregorio    | Raymond Gerard Robida            |
| Judith Pauline Favreau      | * Ruth Lillian Rockwood          |
| George William Fitts        | * Eva Patricia Salviuolo         |
| Virginia Justine Gagnon     | Catherine Lottie Sharp           |
| * Robert Jean Gatineau      | Arvid Oscar Silverberg           |
| Robert Wilbrod Girard       | Maurice Taylor Smith             |
| Arnold Edwin Goodwin        | * Phyllis Jane Swenson           |
| Alvin Wilbur Greene         | * Alice Marie Tetreault          |
| * Frank Anthony Guardiani   | Liberty Judith Themistocles      |
| Margery Dorothy Halpin      | Alfred Joseph Tiberii            |
| * Eleanor Marion Haynes     | Silvy Paul Tobia                 |
| James Leo Hazzard           | Raymond Harmidas Trudeau         |
| Donald William Hutchinson   | Dimitri Vangel                   |
| Walter Joseph Janusz        | * George Vasil                   |
| * Dora Ellen Kendall        | Phyllis Celia Whiteoak           |
| Francis Joseph Krysiak      | Richard Gordon Woodbury          |
|                             | * Themistocli Ziu                |

\* General Average of 80 % or above for four years.

To complete the graduation requirements, the work is divided into eleven major departments. Each of these will be discussed briefly.

In the preparation of this report each department has submitted a report of its work and I have drawn freely upon this material. I wish to take this opportunity to express my appreciation to each and every teacher who has submitted material to make this report a comprehensive study of the high school offerings.

## ART DEPARTMENT

The Art Department has been transferred to new and more spacious quarters, thus fulfilling a long felt need.

During the first term, a group of boys of the art class constructed a marionette stage which will later be used for the production of marionette plays. Several excellent books on art have been added to the school library.

## COMMERCIAL DEPARTMENT

In May twenty-five pupils took the National Clerical Ability Tests prepared by Joint Committee on Tests representing National Office Management Association and National Council of Business Education, and as a result twelve certificates of proficiency were awarded. It is not, I believe, too broad a statement to make that our pupils made a splendid showing and upheld the enviable record made in 1938 when the second highest average percentage rating in the country was obtained. Certain very definite values accrue to both teachers and pupils from taking these tests. It is interesting to note that these tests were given to schools not only in the East but throughout the United States as well.

A new system of shorthand, Script, one little known in this country but well established and extensively used on the Continent, is being offered in one beginning stenography class while the Gregg system is taught in another beginners' division. Both classes are carried along the same pace, and both are guided and supervised by the Educational Research Corporation of Harvard who furnish materials and books, administer tests, and compile results later needed in reporting on this experiment. After the full two-year course has been given, we hope to arrive at certain definite conclusions as to the merits or shortcomings of both systems. Thus we hope to better ourselves in future curriculum building.

Recognizing the ever-increasing demand even in this small community for machine operation and "voice writing" by business executives, we are devoting more time than in the past to the study and practice in this work so that our pupils may have "marketable skill" to offer when entering the business field.



## ENGLISH DEPARTMENT

To make English a practical tool for high school pupils is one aim of the English department. From grades nine through twelve, vocabulary study is a marked feature of the work, with two aims in view: growth of vocabulary, and precision in use of vocabulary. Since oral English is the skill which our graduates will find most useful, considerable training in that art is given. Written English, emphasizing the need for simple, forceful, and grammatical expression in order to make clear one's meaning, is an assigned part of each week's work.

Modern emphasis in the English curriculum is upon relating material to everyday life. Following directions from "An Experience Curriculum in English," a report of a commission of the National Council of Teachers of English, the newest additions to our literature texts stress modern writers, dealing with experiences of present day life. All English class work with the best in modern publications prove that experience in school is a preparation for increased richness in life.

## GUIDANCE DEPARTMENT

The work in guidance aims to fill the individual need for self-knowledge and self-orientation which becomes vital to adolescent boys and girls as they progress through the senior high school. This is begun in the freshman year by an exploratory course in Occupations. By explaining the various occupations open to the young men and women of Southbridge as well as training and qualifications needed for each, this course trains the pupil for individual responsibility in school and vocational success. In the sophomore, junior, and senior years this is followed by a testing program which is accompanied by personal interviews by which pupils are helped to formulate worthwhile goals and plans for their education and vocational life. It is by personal interviews also that a systematic check-up of pupil-failures, and of inadequate achievement is carried on and these pupils are made to realize the cause and effect of their behavior. Cases needing psychiatric treatment, special remedial

measures, and changes in program are brought to the attention of the principal.

### HOME ECONOMICS DEPARTMENT

We have fifty girls in our two year state aided Household Arts Course. The girls attend five days a week, two periods per day for the entire school calendar year. The art of home making is our primary goal.

A home project is made by every girl in this course and a visit is made to each home by the teacher. Many of our girls are earning money for themselves as a result of this course.

### LANGUAGE

LATIN: To make Latin an end in itself is to fail; but to make Latin the means of developing word consciousness, of acquiring a deeper insight into the functional use of grammar and of forming good study habits is the chief aim of nearly all teachers of this subject in secondary schools.

The percentage of pupils pursuing a Latin course as a college preparatory subject is comparatively low. But there are included in the Latin groups many pupils who are desirous of obtaining help in language through an acquaintance with a basic tongue. The course is so arranged that all may find in it a means of developing constructive habits, of learning the process of study and of organizing their mental processes so that they may put these into daily use whenever occasion demands it.

Latin has its practical as well as its academic and cultural values. These are ever in the mind of the teacher of Latin. Consequently the varied interests and objectives of the pupils are carefully considered so that each may obtain that which will benefit him most.

In the local high school Latin is being taught in such a way that all pupils may gain a more comprehensive knowledge of the meaning of individual words and their English derivatives, and more skill in constructing correct and more varied sentences. Much thought is given to the needs of those pupils following the college curri-

culum so that they may have the necessary intensive training in the peculiarities of Latin that will enable them to meet college entrance requirements and to continue the study of this language if they are so interested.

**FRENCH:** French is offered for three years as an elective subject in all courses. The main purpose of French I is to concentrate on grammar, vocabulary, pronunciation and conversation. In this course we try to acquaint the student with the French background in history, geography, literature, etc. French II and III emphasize more thoroughly the foundation laid in the first year course with a view to future study in college work. We have introduced the use of French newspaper work for modern and current events. Much supplementary work is done in the way of research material, original sketches, maps, compositions, and places of interest in France.

### MATHEMATICS DEPARTMENT

The mathematics curriculum has not been changed much from the previous year. In the college division Algebra I, Plane Geometry, and Algebra II have been offered. Solid Geometry and Trigonometry have again been postponed for a year as there were not sufficient pupils to warrant the course. It will probably be given in 1940-41.

The Cooperative Tests offered by the American Institute of Education were administered again in college mathematics; and, as in 1938-39, the classes stood well above the average for both private schools and secondary schools in the nation.

In the general and business courses, Business Arithmetic and General Mathematics I and II have been given. General Mathematics II is a new course for this year.

### MUSIC DEPARTMENT

The Music Department is concerned with vocal and instrumental music. The former is under the supervision of Miss Berthe Hebert and the latter is under the supervision of Robert C. Hall.

**VOCAL MUSIC:** The Vested Choir is a new venture of the Glee Club. It can be converted into three units, the Boys', the Girls' and the Mixed Choir according to need.

Its purpose is to have ready for public service, be it for assemblies, patriotic gatherings, special occasions, or holidays, contributions that are representative of the Glee Club.

The Glee Club has recently purchased crimson and gray robes for the choir so that at all performances the choir may present a uniform appearance.

The Glee Club has departed from its tradition of modern college campus operetta to a light opera classic of the seventeenth century vintage, internationally known and played; namely, "The Chimes of Normandy."

**INSTRUMENTAL MUSIC:** The instrumental music department has experienced a steady and increasing growth since the advent of Mr. Hall as director.

This department is divided into four organizations, the School Military Band, the Concert Orchestra, the Dance Orchestra, and the Stringed Quartet.

The School Military Band was organized at the beginning of the term. Due to the financial support of the Glee Club, it was possible to uniform sixteen squad members and elaborately decorate a drum majorette. This organization enjoyed a successful fall season by playing for all of the home football games, and for one out-of-town game. Parades to and from the games as well as maneuvers on the field were an integral part of the routine.

The Concert Orchestra is composed of about thirty players. This organization soon became efficient enough to furnish entertainment for several school assemblies and for all major school functions.

The Dance Orchestra is composed of nine members. From the last of January to the last of May the group had a very successful season. They played for all basketball games and for performances conducted by other



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extra-curricular activities in the school. In September of 1939 the Dance Orchestra continued with the work begun in January.

The Stringed Quartet is composed of four violins and a singer. They played at one of the local stores during the pre-Christmas season.

The future of the organization is bright and will continue to be as long as the motives of being of service to the school and to the town is uppermost in the minds of the participants.

### SAFETY DEPARTMENT

The Safety Education Program this year has been concerned with the strengthening and the enlarging of the program initiated last year. The traffic control system outside the high school has been renewed with increased effort. A trained traffic squad is managing with increased skill the crowds of young people who leave the building. The students on their part have come to accept with good grace the restrictions imposed in the interest of safety.

To supplement the good safety habits acquired outside the building, several assemblies are held during the year which are devoted wholly or in part to the developing of safety consciousness.

The teaching of the safety program in the classroom is not limited to any one teacher or department. Every teacher, realizing the value of safety habits, uses opportunities to present the subject as the occasion might arise. The Art classes have cooperated by making posters which illustrate this theme.

The Social Studies department, however, assumes much of the responsibility for the inculcation of safety habits and consciousness. A unit of study in the Civics, Economics, and Problems of Democracy classes is devoted to the general subject of Safety.

In connection with safety habits, monthly fire drills are called. These drills come at unexpected times throughout the school day. The building is completely emptied of its

750 individuals, including pupils and teachers in less than two minutes.

At this time I would like to express my appreciation for the cooperation received from Chief Ulric Brault, Officer Lariviere, and all other members of the Police Department in helping make our safety program a success.

### SCIENCE DEPARTMENT

The Science Department offers four courses; namely, general science, biology, chemistry, and physics. Laboratory work is offered in connection with all four of these courses, although in general science most of the laboratory work is done by the teacher whereas in the other courses the laboratory work is done by the pupils.

The Cooperative Achievement Tests of the American Council of Education were given to the college pupils in the general science, chemistry, and physics classes. The results showed the high school to be above the average for both private and secondary schools in the nation.

### SOCIAL STUDIES DEPARTMENT

This year more than ever before the Social Studies Department through its various courses aims to show the freedom and liberty we enjoy in the United States as contrasted with government under the various *isms* of Europe. With Civics in the Freshman year the student studies the local government and the benefits derived from it, and then makes a study of the more complex state and national governments. Taxation, the duties, and privileges of citizenship, the work of the three departments of the government are among the topics studied. In the European History course of the Sophomore year, and the American History of the Junior and Senior years, the past is studied and discussed in order to understand the foundation of our present life. In Current History emphasis is laid upon our economic relation with South America and Mexico in an attempt to bring Latin-America closer to us. The Monroe Doctrine with its present interpretation is also studied. The Sociology course aims to give the student practical guidance in living whereas Economics treats of the way man makes a living in the economic structure of the United States. The Project

Method is used extensively besides Current Events and supplementary reading in all the Social Studies courses in order to make the subject more alive.

### SPECIAL CLASSES

Special classes are held for pupils who need additional instruction in one or more subjects.

### THRIFT EDUCATION

The Mary E. Wells High School has entered upon its third year of school banking in cooperation with the Southbridge Savings Bank. It is interesting to note that a total of \$9,513.59 has been saved by the high school pupils for the past two years. This certainly shows that school banking has been a worthwhile undertaking.

### VISUAL EDUCATION DEPARTMENT

The Visual Aids Department supplies films to all departments of the school to aid in the teaching of the various subjects. This work has been particularly beneficial in the science, music, social study, and safety classes.

Mr. Paul Dion, director of Visual Aids, is on leave of absence. The work is being ably carried on by Mr. Raoul Lataille.

### TEACHER TRAINING

It is to be hoped that teachers will continue their university extension and summer school training whenever possible.

### GRADUATION REQUIREMENTS

Although we give a diploma to each graduate which differs only in course designation, the value of the diploma varies widely.

Sixty-five percent is the passing mark and a pupil completing eighty points at that figure is entitled to our diploma, but his accomplishment can not be considered equal to the pupil in the college preparatory or commercial course whose general average is eighty percent or above.

We consider a mark of C or D to be satisfactory only when a pupil is working to capacity.

## REQUIREMENTS FOR POST-SECONDARY EDUCATION

For the average or even superior pupils planning on advanced education training ten hours or more per week of home study is essential. We certify to college or other standard schools only those pupils of superior ability who we have reason to feel are ready for advanced work. In this connection I wish to urge all parents who are planning such training for their children to confer with us frequently about entrance requirements and all matters pertaining to admission.

The school wishes to help each pupil gain college entrance whenever possible and is always willing to correspond with the officials involved.

Each potential pupil planning college entrance should complete four years of English, four years of language, two years of science, two years of social studies, and two years of mathematics, and no parent of a pupil in this group should encourage or permit a pupil to discontinue a subject until he is very certain college entrance does not require it.

## EXTRA-CURRICULA ACTIVITIES

The school offers many opportunities in extra-curricula activities. Nineteen pupils are taking advantage of the National Youth Administration Program which is assisting worthy and needy students to remain in school by performing useful tasks outside of school hours.

The extra-curricula program includes many and varied clubs, the purpose of which is to help develop in the individual pupil an absorbing interest to occupy his leisure time.

The following is a list of clubs that have functioned in the school the past year: The Footlighters Club, Girls' Club, Rifle Club, Stamp Club, Glee Club, Debating Club, Ski Club, Crimson and Gray Publication, Tennis Club, "W" Club, Choral Speaking Club, Arts and Crafts Club, Latin Club, and Student Council.



## RECOMMENDATIONS

1. That a remedial clinic be set up for the high school which will endeavor to improve the reading ability of special classes. This will need a new teacher, on full time, to have charge of this department. The metronoscope and the ophthalmograph would be used in carrying out such a program. This department would correlate closely with the guidance and visual aids departments in the high school.

2. That a physical education program should be adopted in the high school. This might be accomplished in one of two ways.

- a. By hiring a gym teacher and assigning the pupils to the West Street Gym for these classes.
- b. By an arrangement with the Y. M. C. A. officials, so that regular gym classes might be held at the Y. M. C. A. during regular school time.

The chief aims of such a course are to develop: (a) good posture; (b) an interest in sports for recreational benefit; (c) a proper idea of personal hygiene and care of the body; (d) qualities of character, good sportsmanship, love of fair play, physical courage, cooperative spirit, self-restraint, and the will to win.

I express my appreciation to Mr. Channing H. Greene, Superintendent of Schools, to each and every member of the School Committee, and to the taxpayers of the town of Southbridge for this opportunity to present my report on the Mary E. Wells High School, and for their continued support of the educational policies of the high school.

Respectfully submitted,

JAMES M. ROBERTSON

Principal

## **Report of the Director COLE TRADE SCHOOL**

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To the Superintendent of Schools:

The introduction of General Vocational courses in September 1938 proved their value in 1939. As a means of establishing responsible work habits and making vocational guidance effective with the majority it has well served the purpose for which it was established. The nature of the activity and the environment thus created has been instrumental in quickly promoting those with sufficient preparation and outstanding abilities to immediate and permanent employment. There is outstanding evidence that we now have in our school system a broad range of activities which go far in replacing the kinds of jobs which were once offered youth of this age by local employers. Such jobs served in the past while the new school activities serve at present to develop and train young boys to express responsible work habits to the extent of their initiative, versatility, and foresight. The evaluation of these personal reactions now form the basis of recommendations for guidance and placement. The records of permanent placements indicate this to be a valuable school service to employers.

### **SHOP EXPANSION**

The standing of this school as a vocational training institution was emphasized last Spring when it was placed on a preferred list to receive gratis such surplus equipment that was available through the Ordnance Department in Washington. Upon application there was released such equipment at the Springfield Armory as we could use. We moved forty-one pieces of machine tool equipment valued over Fifteen Thousand Dollars. The moving cost was approximately Two Hundred Fifty Dollars. The tools have in most part been overhauled, painted, and installed. The Machine Shop room has been extended to include the Cabinet Shop. The latter was moved to the upper floor and replaced the Mainten-

ance Department which in turn was moved to the basement. This move necessitated the moving of the Electrical Department to the High School building. These changes have provided more room or more adequate locations for the various departments. The present facilities will now permit the addition of several more instructors when and if the need arises.

## ORGANIZATION AND ADJUSTMENTS

The chart shown below indicates the extent of adjusting students within our organization. Since we admit all students who apply except that they must be fourteen years of age and shall have completed the sixth grade, it is essential that diversity of opportunity be offered to satisfy the varied needs. All aptitude, educational, and intelligence tests are made after their working habits and personality traits have been learned.

### ADJUSTMENTS

	Coop.	Day	Total
In school at end of year -----	104	143	247
Graduated -----	19	1	20
Certificated -----	--	--	--
Entering industry trained for ----	4	10	14
Entering other occupations -----	4	36	40
Unfitted for trade subjects -----	3	6	9
Returned to Grammar or High School --		12	12
Left because of illness -----	1	5	6
Left Town -----	--	1	1
Transferred to Cooperative School --		39	39
Total membership for year -----	135	253	388
Enrolled during year -----	60	95	155

The graduates of 1939 are:

### MACHINISTS

Peter Henry Damian	Lawrence Coburn Hutch-
Stanley Kasmis Damian	inson
Victor Rosaire Durocher	Adam Joseph Rasys
Charles Stanley Frankow-	Cyrille Hector LaFrance
ski	Christie Pappas
Elmer Baldwin Gardner	Kay James Pappas
George Waldo Healy	Michael Zajac
Alfred Franklin Horr	Philip Dwight Jamieson

### FACTORY MAINTENANCE

Walter Edward Krueger	Andrew Daniel Lupa
Stanley Kusek	Andrew Paul Norowski

### CABINET

Ralph Roland Iacobucci

### AUTOMOBILE

Donald Herbert Mann

### PLACEMENT

Placement of Graduates for 12 years -----	96.6%
Placement of Graduates for 1938 -----	100%
Placement of Graduates for 1939 -----	100%
Average wage of 1938 Graduates -----	\$24.60 per week
Average wage of 1939 Graduates -----	20.00 per week
Percentage of Graduates of 12 years in town -----	75%
Percentage of these graduates in trade trained for	75%

### EVENING SCHOOL

#### COURSES

#### MEMBERSHIP

Machine Shop Practice -----	24
Toolmaking -----	20
Cabinet Making -----	19
Mathematics -----	16



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Architectural & Mechanical Drafting -----	20
Blueprint Reading -----	22
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I sincerely appreciate your assistance the past year and also the favorable recognition given the work of this school by the School Committee, local Industries and the general public.

Respectfully submitted,

C. H. MORRELL,  
Director

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**Report of the Director**  
**SOUTHBRIDGE CONTINUATION SCHOOL**

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To the Superintendent of Schools:

At your request, I hereby submit my report for the Girls' Division of the Continuation School for the year beginning September 7, 1938 and ending June 23, 1939.

In all there were twenty-seven girls enrolled. Five were between fourteen and fifteen years of age, and twenty-two were between fifteen and sixteen years.

School was in session Tuesday and Wednesday afternoons from one o'clock till five up to April first. At that time, due to the very small number of girls coming to classes each day, the two groups were combined to meet on Wednesday. The time was divided equally between Household Arts and Academic Subjects as in the past.

Miss Alice Walters was in charge of Household Arts classes and, in the foods course, taught the preparation

and serving of foods which includes the marketing and storage of the same. Ten weeks were devoted to a "breakfast" unit, and ten to a "luncheon" unit in which the girls were truly interested and did good work.

In the clothing courses Miss Walters taught the girls how to remodel garments as well as to make new, and gave helpful suggestions in the planning and choice of suitable clothes for the girl.

Because all of the girls are engaged in housework, either in their own homes as mothers' helpers or as assistants in the homes of others, we endeavored to give them definite help so that they might improve their work by developing habits of self-reliance, dependability, thoroughness, and cheerfulness.

The academic subjects include English, arithmetic, civics and hygiene. These are planned to meet the immediate needs of the individual. English, both oral and written, is aimed at the correction of faulty language and to the formation of good habits of self expression, while arithmetic was planned to facilitate the use of fundamental processes in every day life situations.

The demand for our girls is always greater than the supply, and this year was no exception. It is very evident that more and more girls are taking the advantages offered by a longer stay in the regular day schools. The new laws regulating the employment of persons under sixteen years of age have also contributed toward longer attendance in High School and made our enrollment smaller.

Respectfully submitted,

LAURA B. DESMARAIS,

Director



## REPORT OF SCHOOL PHYSICIAN

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To the Superintendent of Schools:

We are happy to report that the general state of health of our school children was found to be at a very satisfactory level in the course of this current year.

Individual physical inspection of the pupils of the various grades was completed between September and December. Examination of the girls of the High School as well as of the seventh and eighth grades was in charge of Dr. Eccleston, while the remainder of the pupils were examined by the undersigned. Our School Nurse assisted in the computation of the records in these examinations and this is our opportunity of expressing to her our hearty thanks for her invaluable assistance. Due to the recent protracted illness of Miss King, our School Nurse, it is impossible to give a detailed report on the various defects detected in these examinations. But it can be stated, generally, that diseased tonsils and carious teeth have been found to be the two outstanding and most prevalent anomalies noted. There is, however, a gratifying response noted on the part of the childrens' parents to notices sent them in regard to the defects to be remedied.

In regard to emergency calls, we are happy to note that there were but very few accidents in the course of the school year and all were of a minor nature. In the handling of these emergencies, it has been our strict policy to render only first aid to the victims and turn them over to the care of their private physicians for whatever further care their injuries might have required.

Daily, especially appointed hours were maintained throughout the school year for the issuing of health cer-

tificates to pupils who had been absent on account of illness for three days or more. This period, 8.30 to 9.30 A. M. was well observed by the children.

Periodic sanitary inspection of the schools disclosed a meticulous attention on the part of the various school attendants to the comfort and hygienic welfare of the children.

We wish to thank the Committee, the Superintendent, and the various Principals as well as the teachers for their kind and considerate help in our work.

Respectfully submitted,

WILLIAM E. LANGEVIN, M. D.

School Physician

## REPORT OF ATTENDANCE SUPERVISOR

To the Superintendent of Schools:

The annual report of the Attendance Supervisor is hereby presented.

All persons concerned with education today are becoming more and more interested in the lower group which is found in every class room. In this lower group we have the slow learning child, the sickly child and last but not least, the truant.

The task of helping the truant and adjusting this individual is not an easy one. To the average person, particularly, the individual who has and enjoys the better things in life, these truants are just a hindrance to society. Our work with these individuals, to restore them to normalcy, and to make them a credit to society, requires a good deal of patience and constant surveillance.

To understand this truant, and to help him out of his difficulties is pleasant work, and with the cooperation of all the school officials and teachers, such as I have always enjoyed, this department is constantly striving to help rather than punish the less fortunate child.

### REGISTRATION OF SCHOOL CHILDREN

Persons 5 years of age or over and under 7 -----	352
Persons 7 years of age or over and under 14 -----	1,868
Persons 14 years of age or over and under 16 -----	619
Number of pupils investigated for absences due to illness, truancy, lack of clothing, contagious diseases, or other reasons -----	720
Cases investigated for home permits -----	7
Cases of persistent tardiness -----	12

Cases of children working unlawfully -----	4
Follow-up and friendly visits -----	70
Number of children assisted with shoes and clothing -----	25
Number of children adjusted in their school work -----	85
Number of children for whom employment was obtained -----	54
Number of employment certificates 16-21 literate -----	567
Number of employment certificates 16-21 illiterate -----	19
Employment between 14-16 -----	8
Home permits -----	7
News boys' badges and street trade -----	4

Respectfully submitted,

EMERY A. LAVALLEE,  
Attendance Officer



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